LANGUAGE ACCESS PLAN: 4218

The District is committed to improving meaningful, two-way communication and promoting access to District programs, services and activities for students and parents with limited English proficiency (LEP) free of charge.

The District's language access plan will incorporate the procedures that accompany this policy and address:

Parent Identification
The District will accurately and in a timely manner identify LEP parents and provide them information in a language they can understand regarding the language service resources available within the District.

Oral Interpretation
The District will take reasonable steps to provide LEP parents competent oral interpretation of materials or information about any program, service, and activity provided to non-LEP parents and to facilitate any interaction with district staff significant to the student's education. The District will provide such services upon request of the LEP parent(s) and/or when it may be reasonably anticipated by District staff that such services will be necessary.

Written Translation
The District will provide a written translation of vital documents for the top five (5) limited English proficient groups identified through the student information system on the first day of each school year. For purposes of this policy, "vital documents" include, but are not limited to, those related to:

- registration, application, and selection;
- academic standards, report cards, other academic progress reports and student performance;
- documents concerning screening procedures requesting a student's language background and a parent's preferred language of communication;
- safety, discipline, and conduct expectations;
- special education and related services, Section 504 information, and McKinney-Vento services;
- policies and procedures related to school attendance and harassment, intimidation, and bullying and civil rights discrimination;
- requests for parent permission in activities or programs and materials and announcements distributed to students that contain information about school and District activities for which notice is need to participate in such activities (e.g., testing, co-curricular activities requiring an application, scholar led conferences, open houses);
- opportunities for students or families to access school activities, programs, and services;
- student/parent handbook and rights and responsibilities;
- the District's Language Access Plan and related services or resources available;
- school closure information; and

- any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or District policy.

Staff Guidance
All school administrators, particularly those who have the most interaction with the public such as registrars and enrollment staff, certificated staff and other appropriate staff as determined by the superintendent, will receive annual training on meaningful communication with LEP parents, best practices for working with an interpreter, how to access an interpreter or translation services in a timely manner, language services available within the District and other information deemed necessary by the superintendent to effectuate the language access plan.

Appropriate district staff, as determined by the superintendent, will also receive guidance on the interaction between this policy and the District's policy on effective communication with students, families, and community members with disabilities.

The superintendent is authorized to establish procedures and practices for implementing this policy.

Cross References:	3210 - Nondiscrimination
	4125 – Family and Community Partnerships
	4130 – Title 1- Parent Involvement
Legal References:	Chapter 28A.155 RCW Special Education
	Chapter 28A.642 RCW Discrimination prohibition
	Chapter 49.60 RCW Discrimination – Human Rights Commission
	Chapter 392-400 WAC Pupils
	WAC 392-400-215 Student rights
	Title VI of the Civil Rights Act of 1964